

# The engine of Dual VET

cooperation of stakeholders  
from business, government  
and society



## VET in Germany

GEFÖRDERT VOM



Bundesministerium  
für Bildung  
und Forschung

Bundesinstitut  
für Berufsbildung **BIBB**

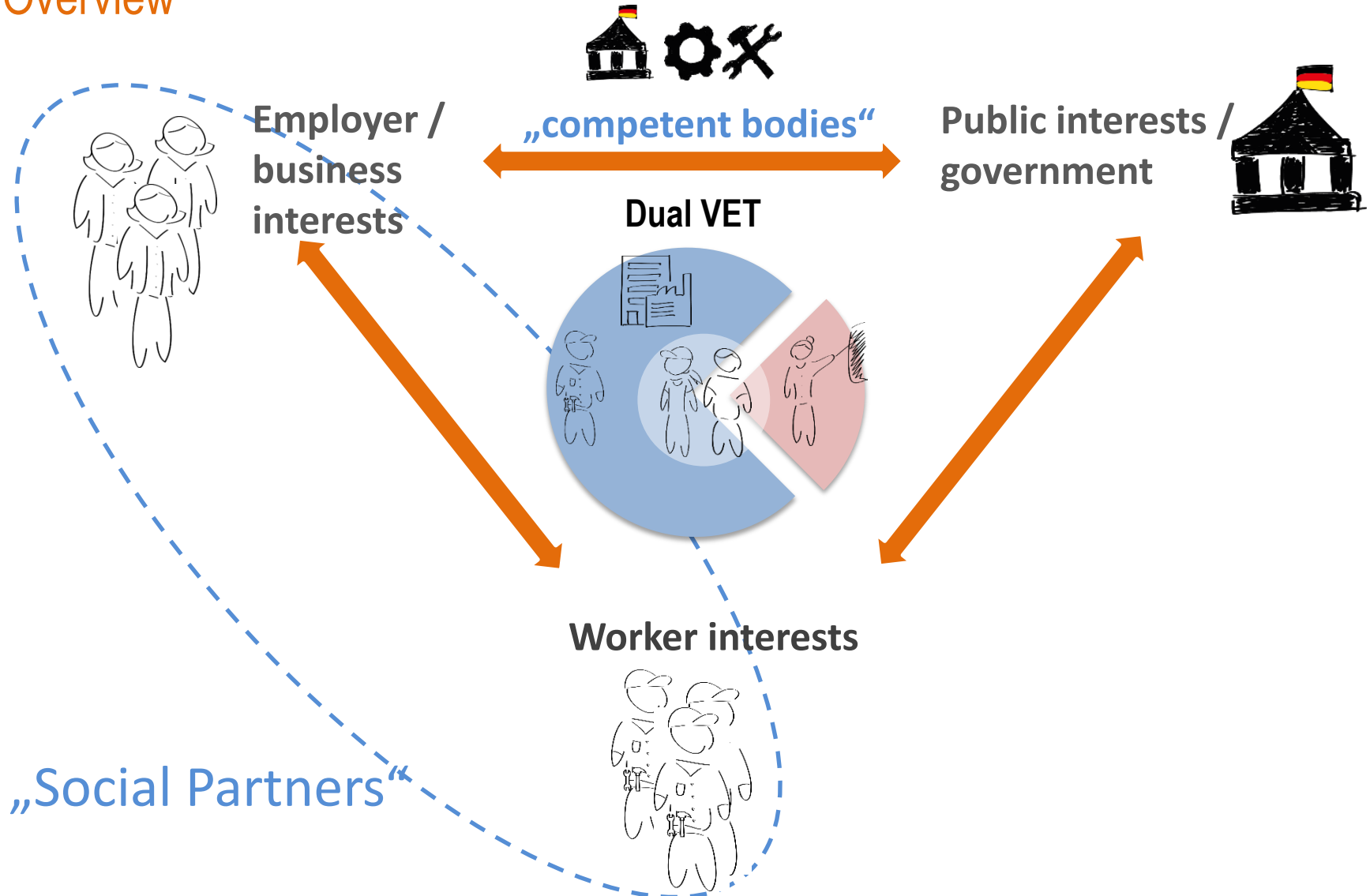
► Forschen  
► Beraten  
► Zukunft gestalten

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## I. VET: stakeholders and their interests

### Overview



## Employer / business interests



### Positions

„We need qualified workers in order to be **productive and competitive.**“

„VET is important for us because it helps us to find **competent and loyal employees.**“

„We want to **provide in-company VET.**“

„We want to **take part in shaping national regulation** of in-company VET.“

### Demands

„VET should be **oriented towards the demand of companies.**“

„We need **„trainable“ young people** for in-company VET.“

„**Trainee salaries** should be significantly lower than worker salaries.“

„VET schools in Dual VET should provide **vocational theory and praxis** according to our needs.“

### Expressed by organizations at various levels

- National business repr. body for VET (KWB)
- National employer representative organizations
- National industry and crafts representative organizations
- Chambers



## Worker interests



### Positions

„VET is important for stable **employment and decent income.**“

“Objective of VET: **comprehensive competence for being able to work in an occupation**”

„VET should be of **high-quality and** should provide work experience and soft skills.“

„**Rights of trainees** in the company must be protected.“

### Demands

„Companies should provide **training opportunities** for our young people.“

„Companies should not use trainees **as cheap labour.**“

„In-company VET should be regulated and monitored by **independent agencies.**“

„Dual VET should be **comprehensive/holistic.**“

### Expressed by Organizations at various levels

- National labour union federation
- Industry sectoral labour unions
- Work councils on plant level



## Public interests / government



### Positions

„Supply of trained workers is a collective good for **economy and society**.“

„We are setting a **frame** of employers and employees engagement in VET and **facilitate**.“

„In-company VET is a part of the **education system**.“

“We provide the **VET school education part** within the Dual VET system.”

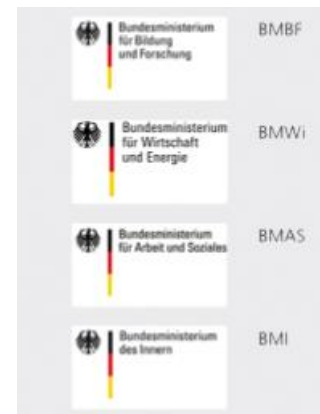
### Demands

„Employers and employees should collaborate in **actively shaping** VET. “

„Companies should provide **training opportunities**, we provide VET school education.“

### Expressed by government at various levels

- National government (federal ministries)
- Local government (16 federal states)



## Summary

1. Employers, workers and government **represent different collective interests** in VET in a **highly organized** and **competent** manner.
2. This commitment is based on **shared principles**:

„We want to **jointly steer** VET.“

„We share the **responsibility** for VET.“

„VET should be **practice-oriented, coherent** and of **high-quality**.“

„**VET standards** need to be **demand-driven** and **up-to-date**.“

„VET is the **precondition** for **competitiveness** on the global market.“



Strong stakeholders **jointly commit** to VET

## II. Stakeholders jointly shape Dual VET

### 1. Strong commitment of VET stakeholders in the frame of Dual VET



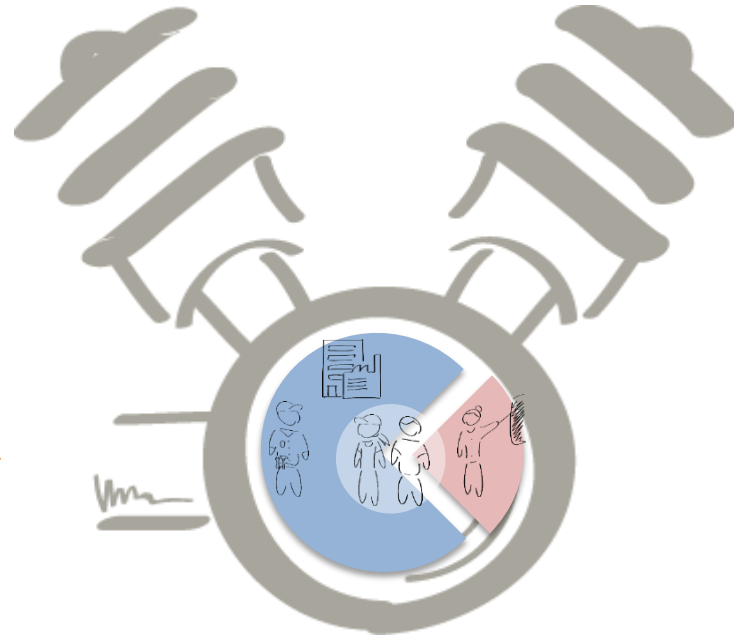
### 2. Co-decision and cooperation is promoted through formal mechanisms (interests are integrated)



- Laws
- Institutions
- Committees



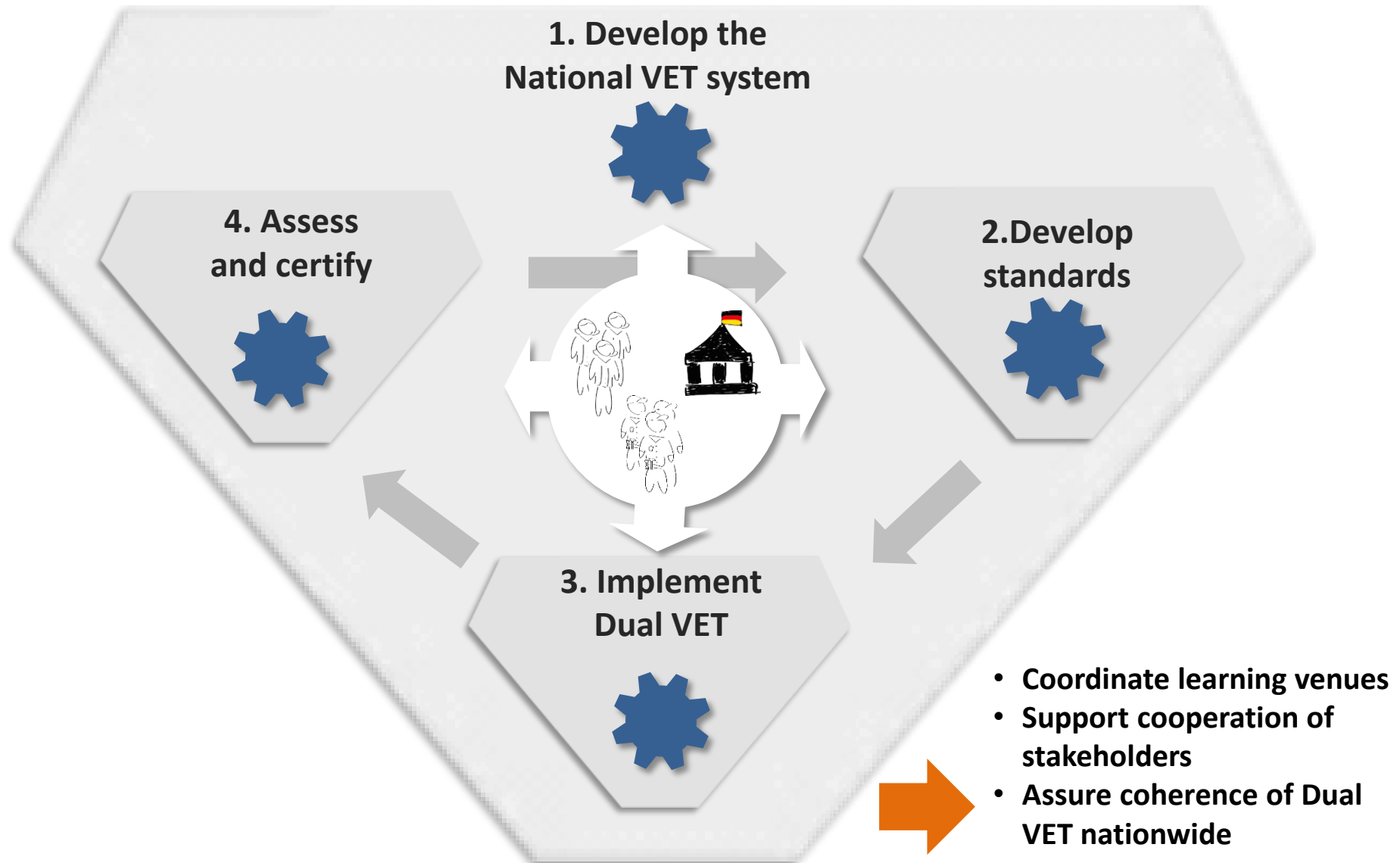
### The Engine of Dual VET



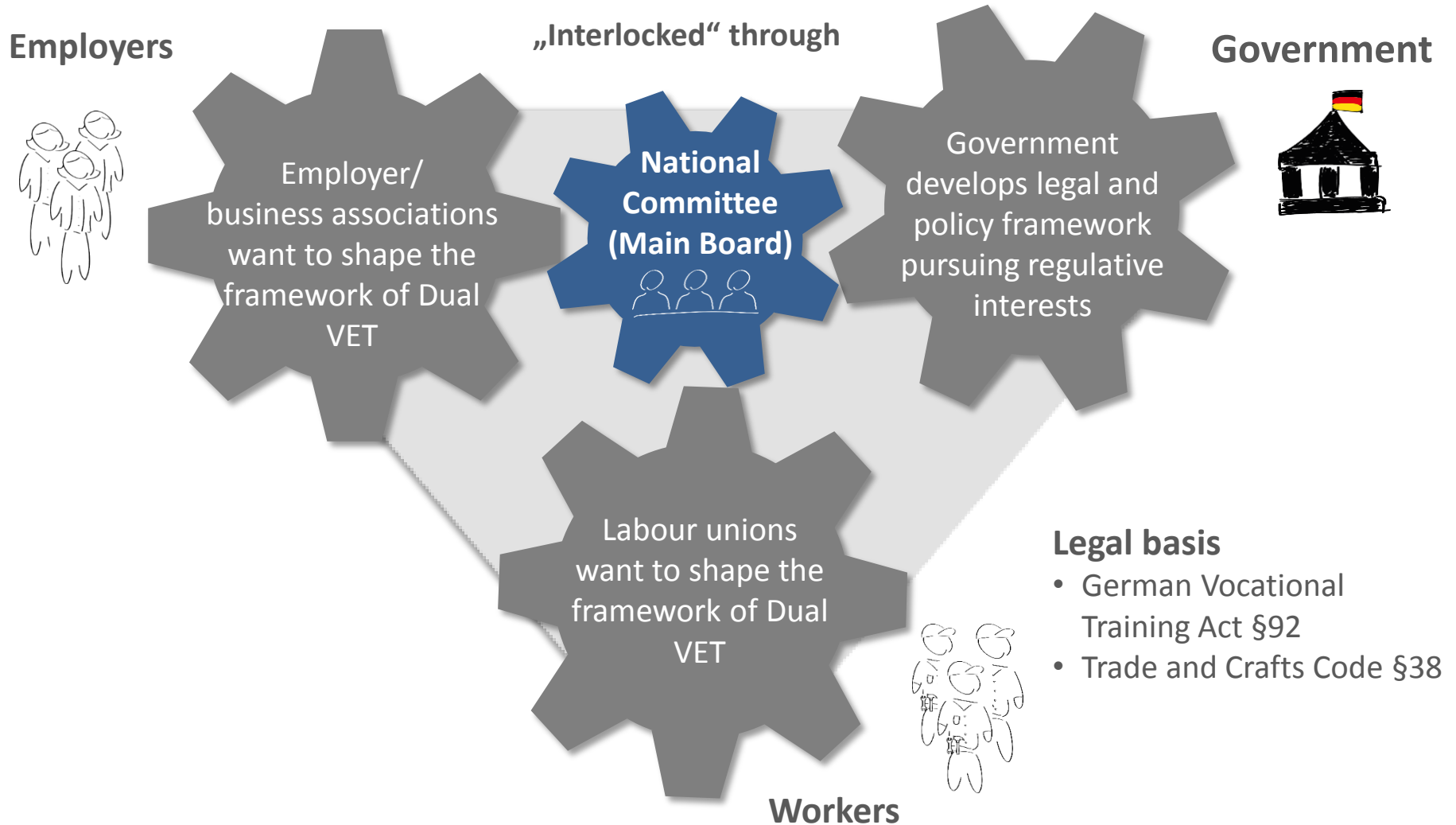
This is how it works...



## Stakeholders jointly shape the key elements of the Dual VET system



## 2.1. Developing the frame of Dual VET



## Main Board at BIBB



### This is what?

- Committee in which employers, workers, federal and local government are each represented by 8 delegates and 8 deputy delegates (4 “benches”)
- Representatives are assigned for up to 4 years
- Representatives work on honorary basis (non-paid)
- Parliament and subcommittees hold meetings on regular basis
- Decisions are taken consensus

### Tasks

- Advises government on VET
- Issues recommendations for practise (for instance, regarding the coherent implementation of the German Vocational Training Act)
- Issues statements on VET regulations (for instance on in-company training standards) and on VET policies by the government
- Decides matters concerning BIBB (for instance budget, research)



### Impact

- Articulates **joint VET stakeholder position**
- Central national political **coordination mechanism** of Dual VET in Germany (“**parliament of VET**”)
- Mechanism, where employers, workers and government **jointly steer** the VET system

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## 2.2 Develop and modernize Dual VET standards

**Employers**



Employer/  
business  
associations  
articulate needs  
of companies

„Interlocked“ through

**Expert  
groups**



**Government**



Government  
articulates public  
interests and  
promulgates  
Dual VET standards

Labour unions  
articulate needs  
of workers

**Legal basis**

- German Vocational Training Act §4



**Workers**

## Multi-stakeholder expert groups



### This is what?

- Group of experts with experience in vocational theory and practise
- Established on demand for to be modernized occupation
- BIBB representative leads group, acts as moderator and manager of standard development process, provides technical input
- Employer and worker side delegate their own experts
- Representatives of federal government and federal states contribute to group

### Tasks

- Develop/up-date in-company VET standard in a given occupation
- Advise stakeholders on implementation of in-company VET standard and coordinate in-company VET standard with VET standard for vocational school (frame curricula)



### Impact

- Mechanism, by which **standards meeting the requirements of world of work, are jointly developed**
- Developed standards are **recognized** by those who implement them (companies, trainers and trainees)

*zurück zur Übersicht*



## 2.3 Monitoring the implementation of Dual VET

### Employers



Companies train  
on the basis of  
national in-  
company training  
standard

„Interlocked“ through

Local VET  
boards all over  
the country



### Government



Public sector  
trains, monitors  
and finances VET  
school education

Work councils  
in large companies  
monitor training

### Legal basis

- German Vocational Training Act §77f.
- Federal state laws



### Workers

# 1. Local boards for VET



## This is what?

- Established at each federal state government (16 boards nationwide)
- In general 18 members: each side (employer, worker and local government) assigns 6 representatives
- Representatives are assigned for up to 4 years
- They work in an honorary capacity (non-paid)
- Decisions are taken by majority

## Tasks

- Advise local governments on VET
- Work towards continuous quality development of VET in the federal state



## Impact

- Articulates **coordinated VET position of stakeholders**, in particular on development and implementation of vocational education in regional schools
- Mechanism by which VET stakeholders **jointly shape local VET policies** and the **coordination of VET in the company with VET in vocational schools**

## 2. VET board at competent bodies



### This is what?

- Established at competent bodies (chambers, ministries, etc.)
- 18 members: employer, employee and vocational school sides assign 6 representatives each
- Representatives are assigned for up to 4 years
- Representatives work in an honorary capacity
- Decisions are taken by majority

### Tasks

- Promulgates local regulations for implementation of Dual VET
- Works towards continuous quality development of VET
- Ensures implementation of recommendations by federal state boards
- To be consulted in all important VET matters



### Impact

- Articulates **coordinated VET position, in particular on regulation of in-company VET** (accreditation of training companies, assessment of trainees)
- Mechanism, by which stakeholders **jointly monitor and develop quality** of Dual VET for specific sectors (crafts, manufacture, trade etc.) in their region



## Competent bodies (mostly chambers)



### This is what?

- “mandate” which is regulated in the German Vocational Training Act
- Numerous competent bodies in every federal state
- Mandate transferred to institutions, which represent certain sectors/trades

### Tasks

- Set up VET Board at competent bodies and VET examination board and implement their decisions
- Monitor in-company training (facilities, instructors, etc.)
- Advise companies on VET (with “training advisors”)
- Certify and monitor company and in-company trainer eligibility for implementation of in-company training (accreditation)
- Register training contracts



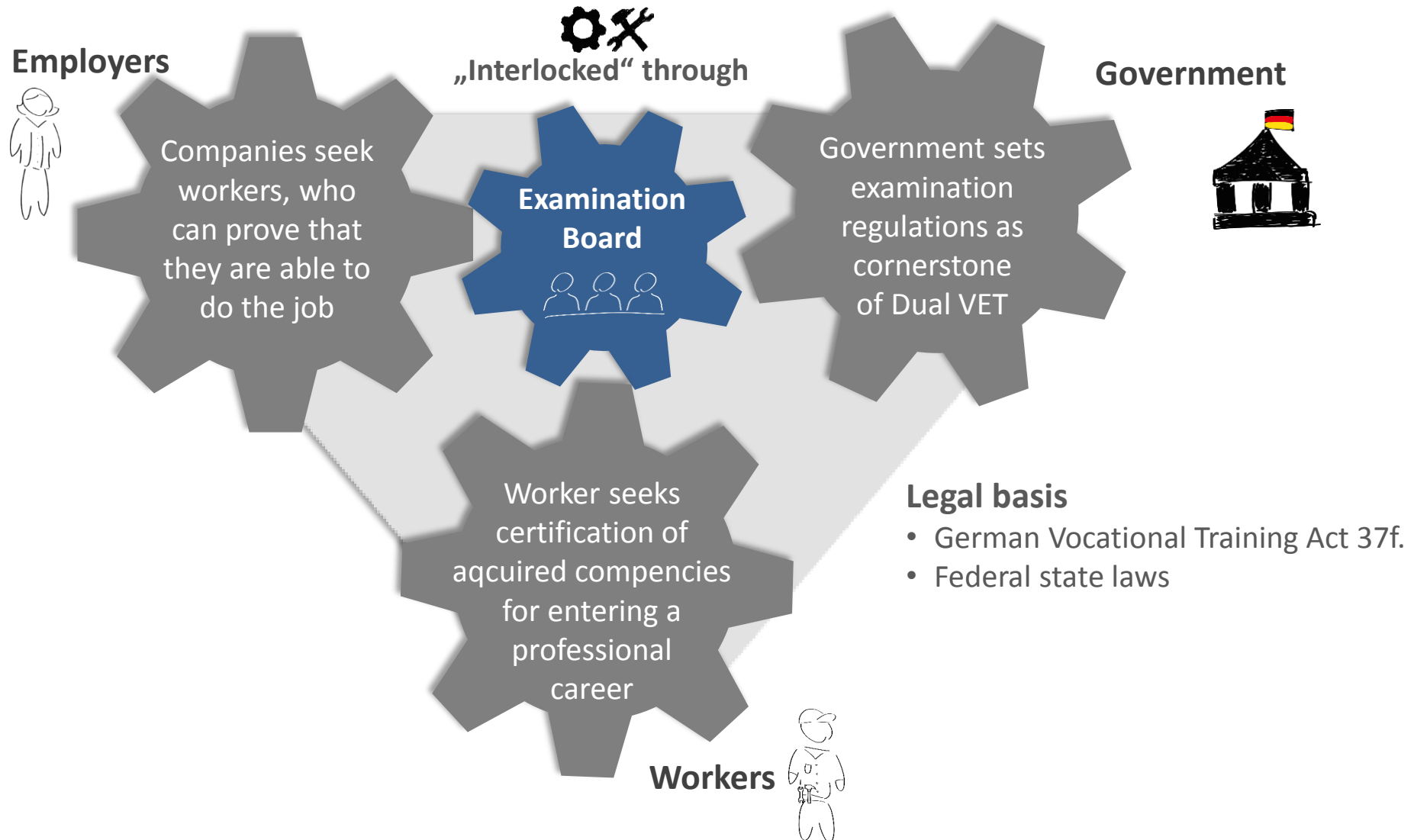
### Impact

- Competent bodies **monitor and promote** Dual VET implementation in their region and thus **ensure quality of VET**
- **Provide institutional foundation** for VET board and VET examination board

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## 2.4 Assessment and certification



# Examination board at competent bodies



## This is what?

- Group examining trainees of Dual VET programmes
- Composed of minimum 3 representatives, one from each side: employer, employees and vocational school
- Representatives are assigned for up to 5 years
- Representatives work in an honorary capacity
- Decisions are taken by majority

## Tasks

- Promulgate examination questions and exercises
- Conduct the examination
- Evaluate results
- Issue Dual VET certificate



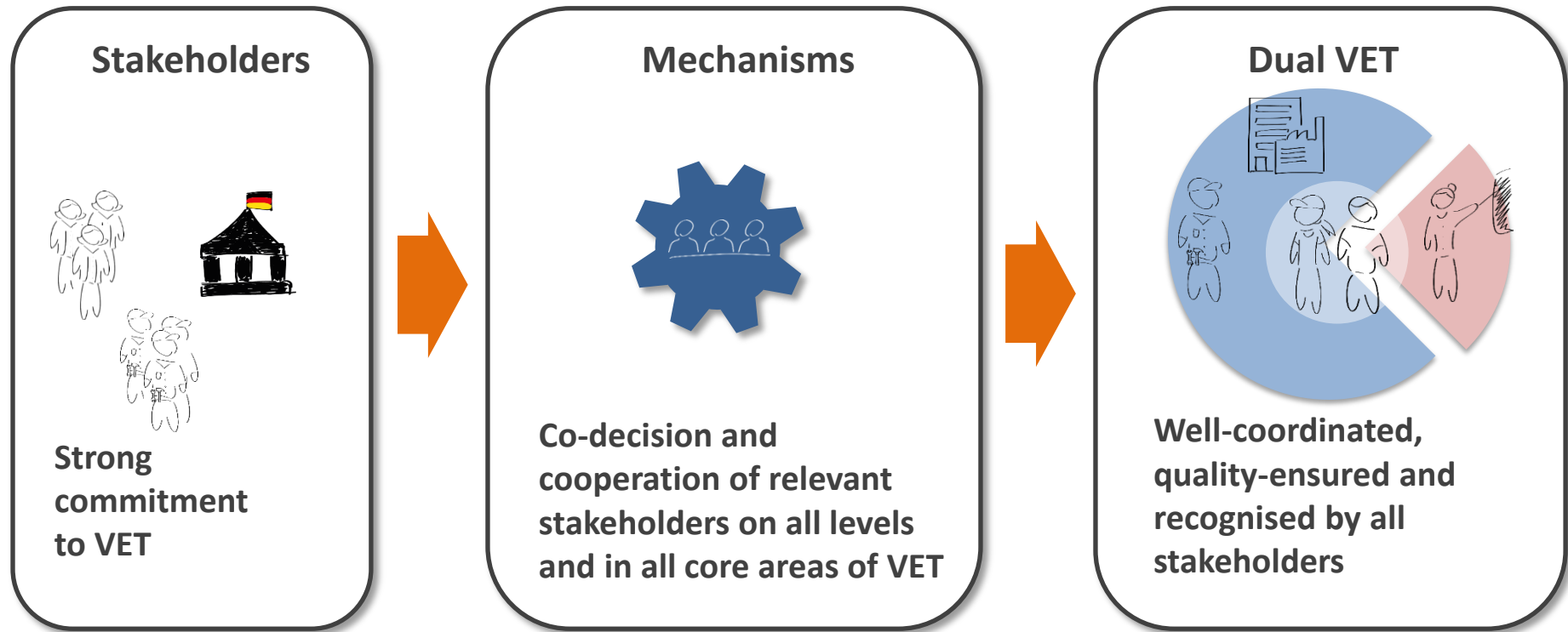
## Impact

- Mechanism, by which VET stakeholders **jointly implement independent examinations and certify** Dual VET trainees
- **Certificates are recognized** by employers, employees and within the formal education system

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### III. Summing up – the engine of Dual VET



Quality features  
of German VET

- Cooperation of government and social partners
- Acceptance of national standards
- Learning within the work process
- Qualified VET staff
- Institutionalized research and consultation

## VI. Further Sources

### Facts and Figures

- BIBB VET Report 2014 ([link](#))
- Statistisches Bundesamt ([link](#))
- BMBF Analyses and Statistics ([link](#))

### Standards

- BIBB Brochure: Vocational Training Regulations and the Process behind them ([link](#))
- Example: training regulation and framework curriculum for Mechatronics Fitter ([link](#))

### Legal Documents

- Vocational Training Act ([link](#))

### WEB Resources

- [www.govet.international](http://www.govet.international)
- [www.bmbf.de](http://www.bmbf.de)
- [www.bibb.de](http://www.bibb.de)

### Dual VET Presentation

- [GOVET Standardpräsentationen](#)

### Contact details for further questions

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in Vocational Education and Training

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